

ECO 230: Business and Economics Research and Communication
Guide for Community Leader Coaches
Instructor: James Murray
Email: jmurray@uwlax.edu

Tuesday, December 4, 2018
Section 6 - 12:40 - 2:05 PM
Section 7 - 2:15 - 3:40 PM

Room: Student Union 3110

Purpose: Practice makes perfect! Students will practice their presentations more than once to a real audience of local business and community leaders, i.e. coaches. Our community partner coaches will give their own feedback based on their own experiences and expertise they have gained in their careers. While students improve with practice and feedback, students will get a unique perspective on how presentations they prepare in their business classes align with expectations they may find in the workplace after graduation.

Presentation length: Students are working in groups of 3-4. The group's practice presentation should be **about 5 minutes** in order to give enough time for all groups to present multiple times. The time limit is not strict; please just keep in mind the time remaining in the class period and how many students have yet to give their presentations.

Procedure: Coaches should have each group give their short presentations, give some quick oral feedback after the presentation, then move on to the next group. Then start the cycle over again so that all students can practice the short presentation a second time. If there is time, allow the students to cycle through with a third presentation.

Work is preliminary! These presentations are students practicing their messaging, data visualizations, and oral communication skills while they are still building their final projects. Any feedback should be given in the context that the work is preliminary and this is an early round of practicing for the students. Students are expected to make mistakes, and ideas are expected to not be fully hashed out.

Identify 1-3 strengths first: Both coaches and student presenters should identify 1-3 strengths of their presentations. We grow when we build on our strengths and have confidence in ourselves.

Identify 1-3 areas of improvement: Both coaches and student presenters should identify 1-3 areas to improve their presentations. Please keep in mind that students have only one to two weeks to improve the presentations, and the quantity and significance of feedback should not exceed what can reasonably be worked on during this time. The purpose is not to identify everything that should be corrected to make it an excellent presentation. Do not give long or exhaustive lists of corrective recommendations. Students will receive more comprehensive summative feedback from their instructor at the conclusion of their final projects that will serve as an explanation for the final grade.

Keep students' identities confidential: Unless you have the students' written permission (an email will suffice, include the student and the instructor, Dr. James Murray), do not share with others the identities of the students as this information is protected by federal law under the [Family Educational Rights and Privacy Act \(https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html\)](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

Keep the research findings confidential: Do not share the results students report either publicly or privately. Students may be using confidential datasets, samples may not be representative of the populations they are drawn from, and students may have made mistakes in their analysis (because they are human and this is their first business research methods course). If community partners would like to learn more about insights that can be drawn from the data and shared with others, please work with the instructor, Dr. James Murray.

What to look for? The following are some things coaches may think about as they consider quick feedback for the students. Coaches should feel free to also draw from their own experience and expectations they see in your professional careers.

- Data visualizations
 1. Can you quickly get the message from a plot the students show you?
 2. Was the plot effective, but only if you gave the plot some time and concentration?
 3. Was the plot confusing?
 4. Did the plot have items that were difficult to see (eg: small font sizes)
- Physical delivery: Students' eye contact, posture, arm/hand moving and placement, visual evidence of confidence
- Oral delivery: Voice inflection, sentence structure, verbal evidence of confidence
- Professionalism

Respect students: Many of our students come from diverse backgrounds. Coaches should be respectful of differences in presentations that arise from differences in regional, national, cultural, racial, and/or socioeconomic backgrounds.

Coaches should please refrain from commenting on students' accents, regional vocabulary, dress, or physical appearance.

If coaches find something that a student did as offensive, or if there is feedback that a coach is not sure is appropriate to give to students, please first have a conversation with the instructor, Dr. James Murray, so that we can understand the concerns and determine an appropriate course of action.